



NeMTSS
FRAMEWORK



**NEBRASKA CENTER FOR RESEARCH ON
CHILDREN, YOUTH, FAMILIES & SCHOOLS**

School Climate & Mental Health

Jill Guenther, Emily Arkfeld, Mackenzie Riedel
NeMTSS SEBL Specialists

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Learning Objectives



- Connect mental health and school climate
 - Promote use of a multi-tiered approach to address school climate
- Define and describe the three domains of school climate
 - Introduce resources to assess and improve school climate

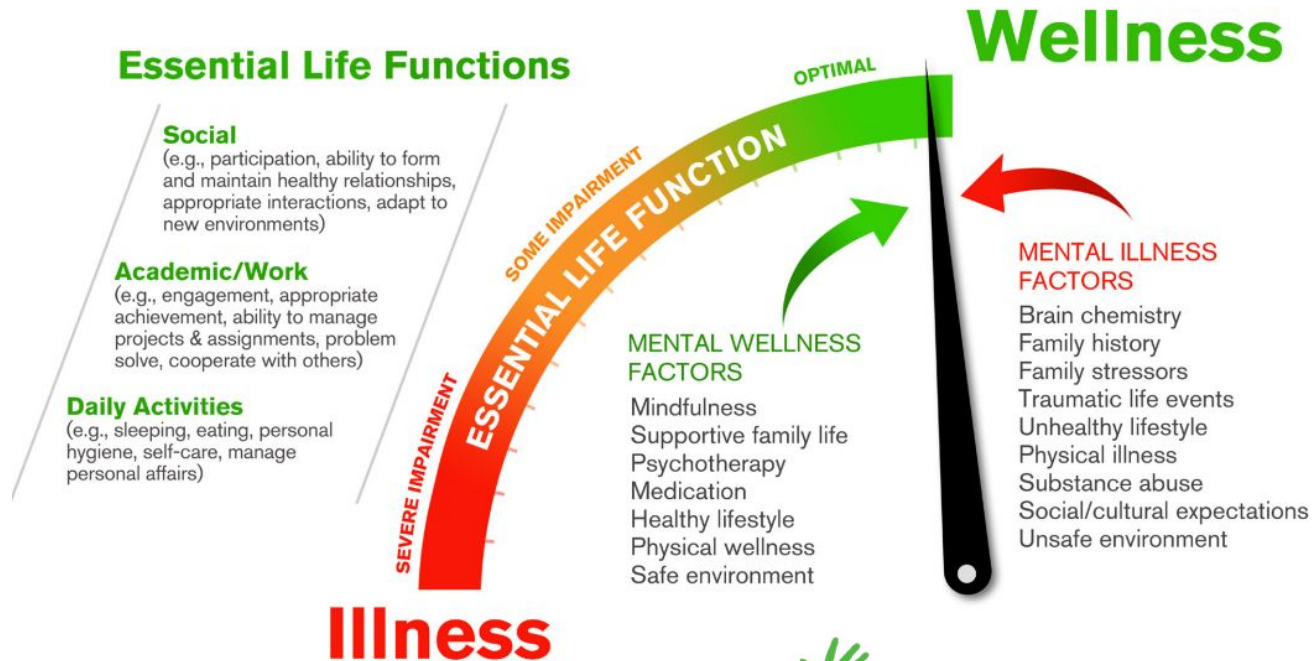
The background is a bright yellow color. It features stylized white and light yellow clouds of various shapes and sizes. Three white paper airplanes are scattered across the scene: one in the top right, one in the middle right, and one in the bottom left. A large, thick black quotation mark is positioned at the top left of the text area.

“

Comprehensive school mental health systems provide an array of supports and services that promote school climate, social and emotional learning, mental health, and well-being while reducing the prevalence and severity of mental illness.

”

Mental Health Continuum



✗ Mental Health Risk Factors

- ✗ Difficult temperament
- ✗ Low self-esteem
- ✗ Impaired cognitive development
- ✗ Negative thinking style
- ✗ Poor social/communication skills

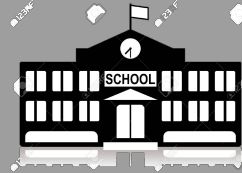
- ✗ Family instability
- ✗ Inconsistent discipline
- ✗ Family mental illness/substance abuse

- ✗ Peer rejection
- ✗ School failure
- ✗ Poor school connection
- ✗ Bullying
- ✗ Discrimination

- ✗ Socio-economic disadvantage
- ✗ Homelessness
- ✗ Discrimination
- ✗ Lack of access to resources



Child



- ✓ Good social/emotional skills
- ✓ Good communication skills
- ✓ Feeling of control
- ✓ Positive attitude
- ✓ Experiences of success and achievement

- ✓ Family harmony
- ✓ Supportive parenting
- ✓ Strong family values
- ✓ Affection
- ✓ Clear, consistent discipline
- ✓ Support for education

- ✓ Positive school climate
- ✓ Sense of belonging and connectedness
- ✓ Clear behavior expectations
- ✓ School-wide mental health promotion
- ✓ Sense of safety

- ✓ Diverse supportive network
- ✓ Stable housing
- ✓ Economic stability
- ✓ Participation in sports clubs, community, or religious group
- ✓ Civic engagement



Mental Health Protective Factors

Youth Mental Health in NE

84% of NE educators report seeing an increase in student mental health concerns

Admissions for self harm are up **33%**
AND are using more severe methods

Youth seeking support for eating disorders is up **70%**

SUICIDE IS NOW
2ND leading cause of death for
10-14 & 15-19 YEAR OLDS

3/4

Of youth who receive mental health services, **70-80%** access these services in schools.



Positive school climate integrated with social emotional learning **improves school safety** and decreases bullying.



Students who participate in social emotional learning programs **improve academic performance by 11 percentile points.**

Youth are **6x more likely** to complete mental health treatments in schools than in other community settings.

6x



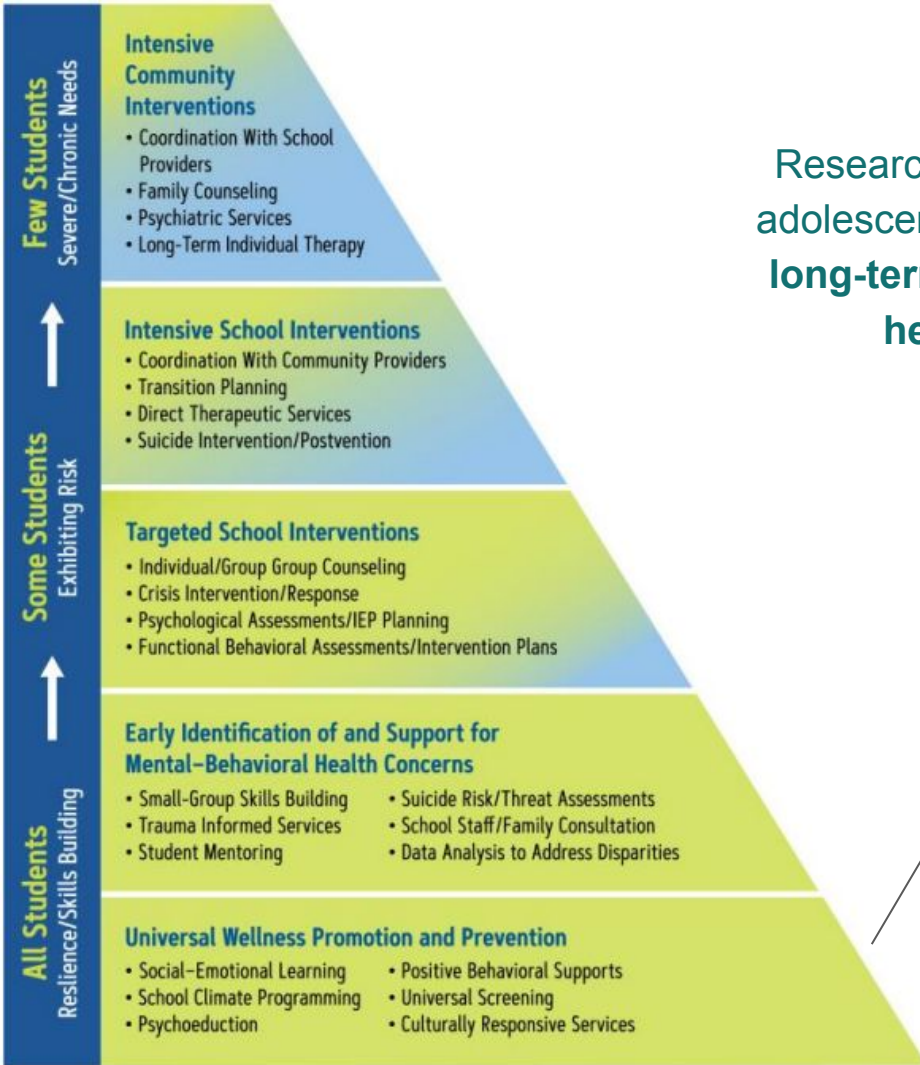
Behavior

**Social
Emotional**

**Mental
Well-Being**

Academics

Climate



Research shows that school-wide efforts can improve adolescent mental health. The most effective efforts are **long-term** and involve **promotion of positive mental health** for the **whole school population**.





School climate refers to *“the quality and character of school life...based on patterns of people’s **experience** of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures”*

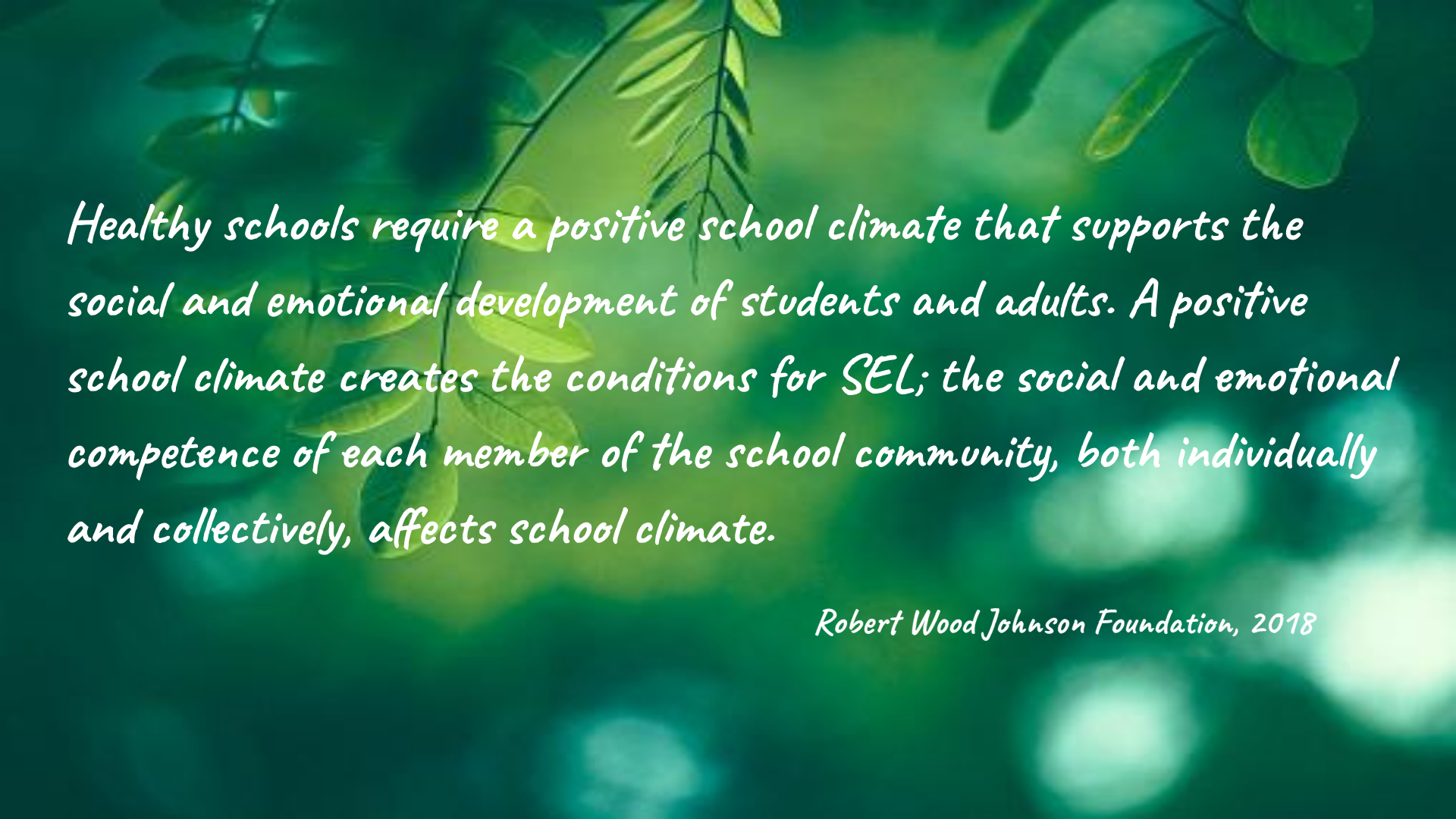
- Cohen et al., 2009

Climate

How does it feel?

Culture

How does it function?



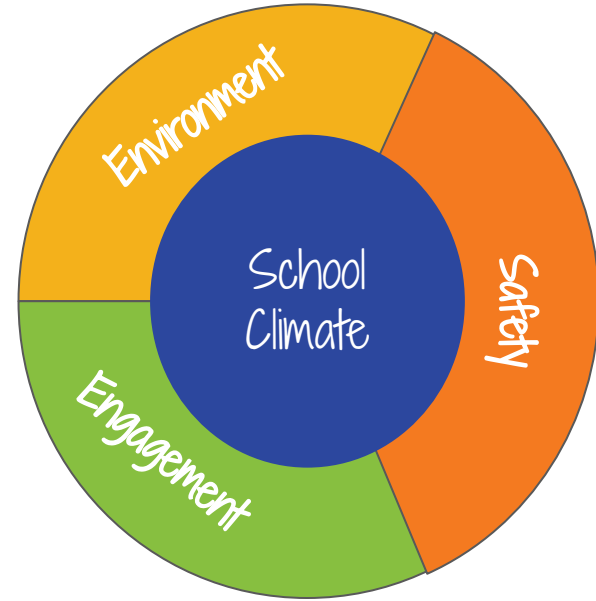
Healthy schools require a positive school climate that supports the social and emotional development of students and adults. A positive school climate creates the conditions for SEL; the social and emotional competence of each member of the school community, both individually and collectively, affects school climate.

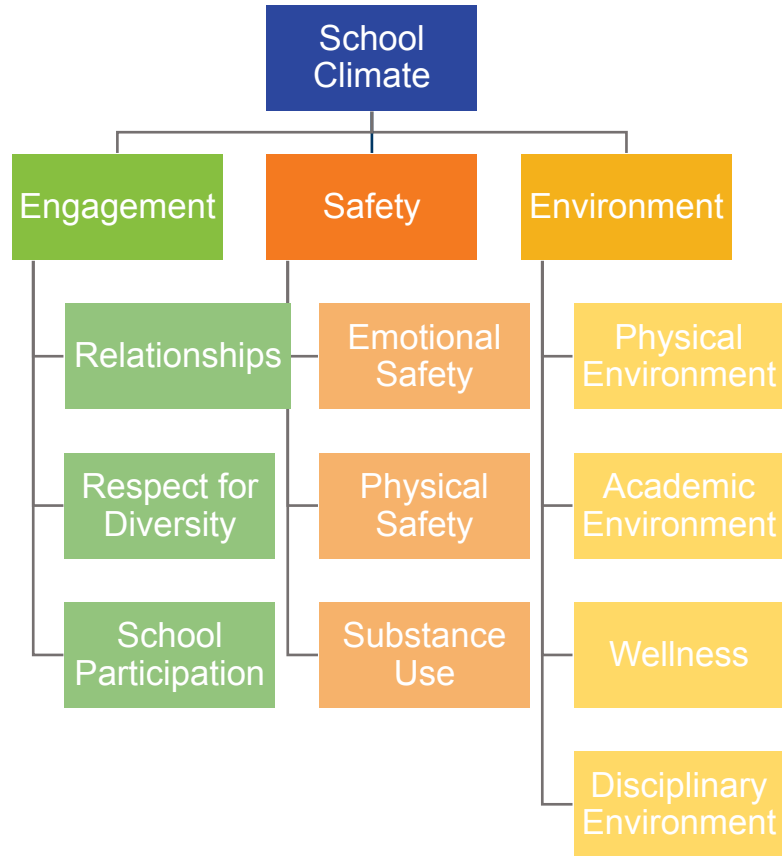
Robert Wood Johnson Foundation, 2018

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Why School Climate is Important:

A school's environment—and the degree to which students feel connected, accepted, and respected—heavily influences students':

Academic
Achievement



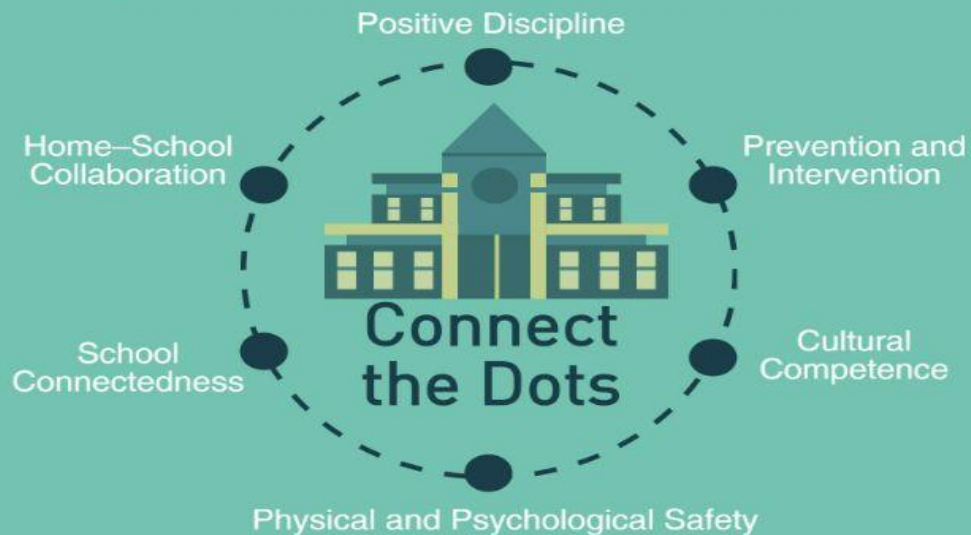
Mental and
Behavioral
Health



Overall School
Success



How to Improve School Climate:

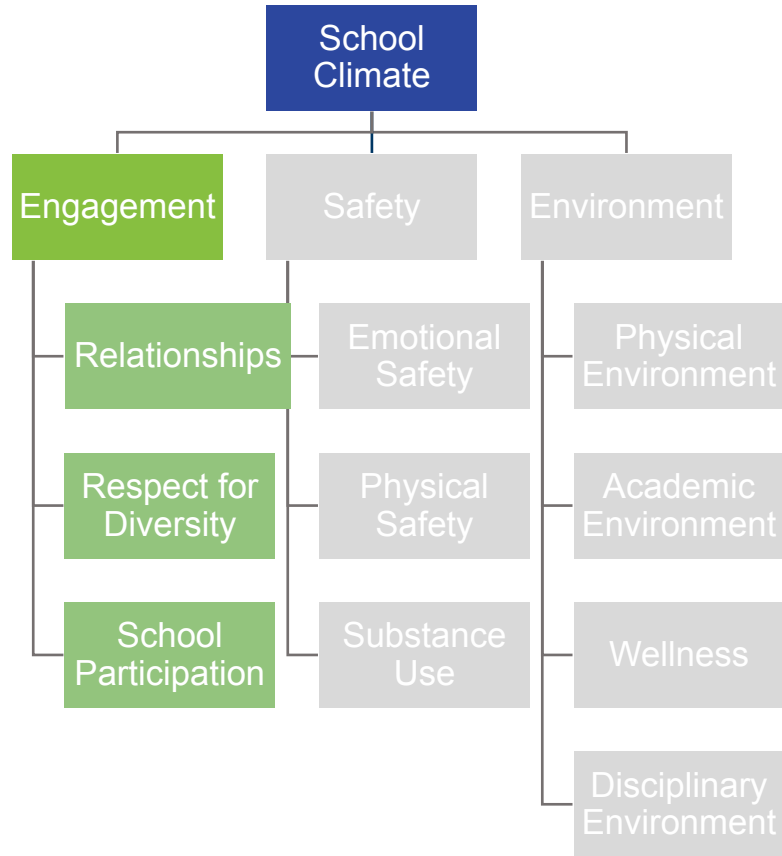


Assessing School Climate



Potential Data Sources:

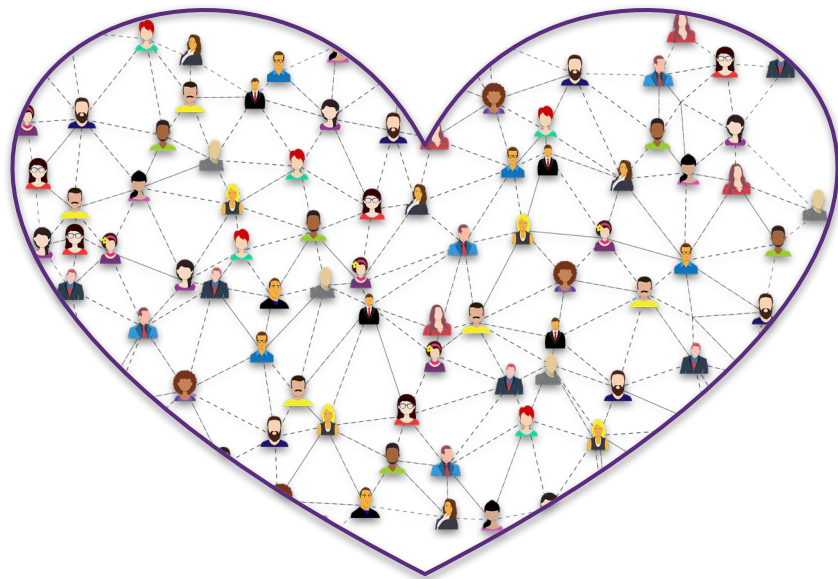
- School data
 - Behavior Data
 - Attendance
 - Health/Counselor's Office
 - [SHAPE](#) Mental Health
 - SEBL Screeners
- Focus groups
- Interviews
- Observations
- Surveys
- Self-Assessment



Engagement

★ Relationships

★ School
Participation



★ Embracing Diversity

★ Relationships

We are all models, all the time...



★ Relationships



SEBL Practices

1. Welcoming Inclusion Activities
2. Engagement Strategies
3. Optimistic Closure

10 Ways to Build Relationships with Kids

- 1** Talk to them about non-school related subjects.
- 2** Let them teach you about their interests.
- 3** Remember things about their lives.
- 4** Share about your own life.
- 5** Engage in activities with them.
- 6** Tell hilarious (and even embarrassing) stories.
- 7** Share inspirational stories from your life.
- 8** Do crazy things.
- 9** Use their interests in your lessons and activities.
- 10** Apologize when you mess up.

Welcoming Activities

DAY 22- Add Date

MORNING CHECK IN



POLL OF THE DAY



or



CAPTION IT

What does this image bring to mind or say to you?



REFLECT

Growth Mindset (3:12)



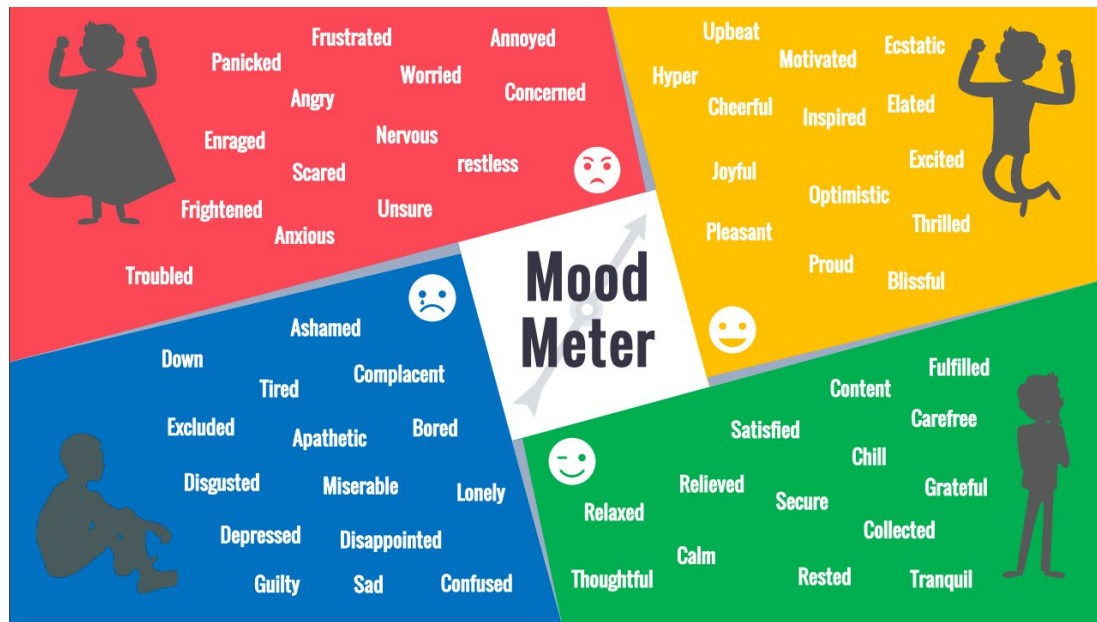
SHARE OUT/ CIRCLE

Round 1: What is your favorite subject in school?

Round 2: (video) When something is hard to do what do you tell yourself?

Pulse Meters

Welcoming Inclusion Strategy!



Our emotions are colorful and we need a tool to teach our students emotional literacy. Teachers must be intentional with checking in with their students about how they are feeling, or where they are emotionally. Relational meters and check-ins allow teachers to check their students emotional pulse.

60 Second Relate Break

Engagement Strategy!

- Teachers Build 60 second breaks into their classes for all students to discover more about their peers in micro frequencies while also incorporating movement. The teacher poses a simple, shallow, fun, easy question for the students to ask one another.

*Note: The questions do not relate to content being taught



WOULD YOU RATHER

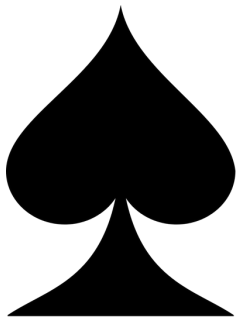
WATCH TIKTOK ALL DAY?

OR

WATCH YOUTUBE ALL DAY?

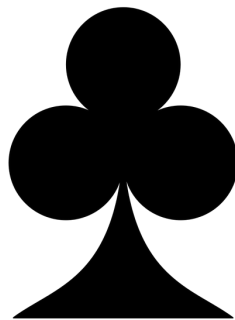
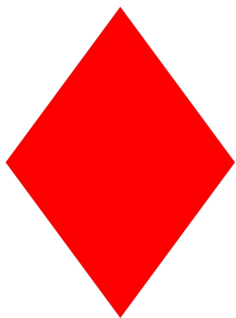
Optimistic Closure Strategy!

Used to dig in the garden.
Generate conversation about
planting new ideas or things
participants dug up during
class.



Something from the heart.
How did you feel? What did it
mean to you?

Gems that last forever. What are
some of the gems of wisdom
gathered from people or
content?



Things that grew—new
ideas, new thoughts, a new
point of view

Optimistic Closure Strategies!

Quick
Rating

Closing
Circle:
One Word

Journal
Entry

Exit
Tickets

Word
Cloud


Gallery
Walk

"Expert"
Talk

Think,
Pair,
Share

Sticky Note
Parking
Lot

3-2-1
Feedback



“When teachers are able to prioritize relationships and focus on the quality of their connections with kids, we see over and over again the teachers feeling more effective and the kids being more engaged, learning more and feeling more effective.”

Robert Pianta

★ Embracing Diversity

Race

Ethnicity

Gender

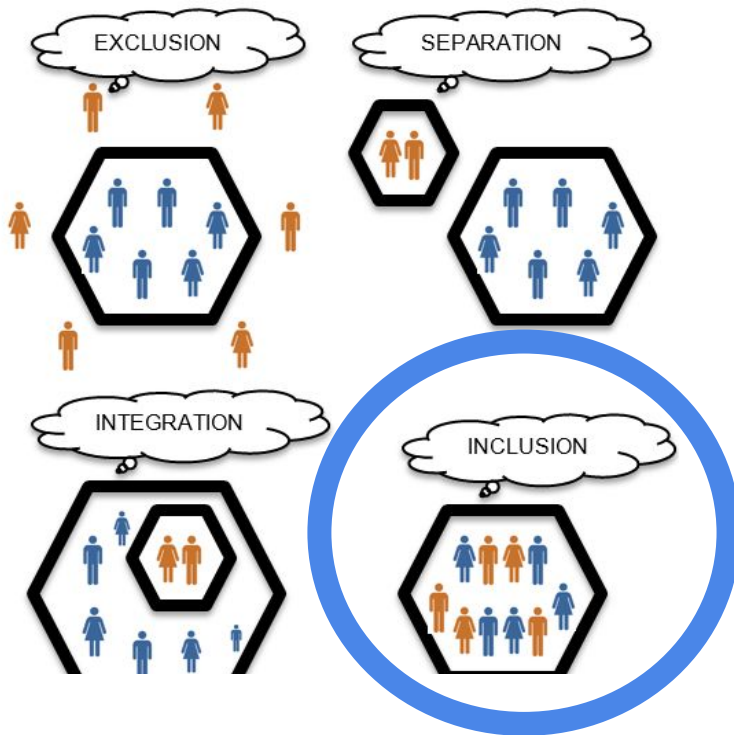
Sexuality

Religion

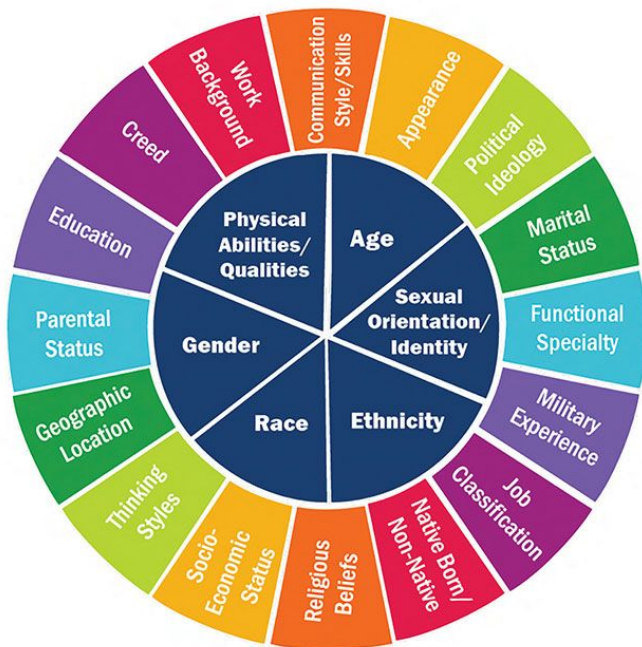
Exceptionality

Class

Age

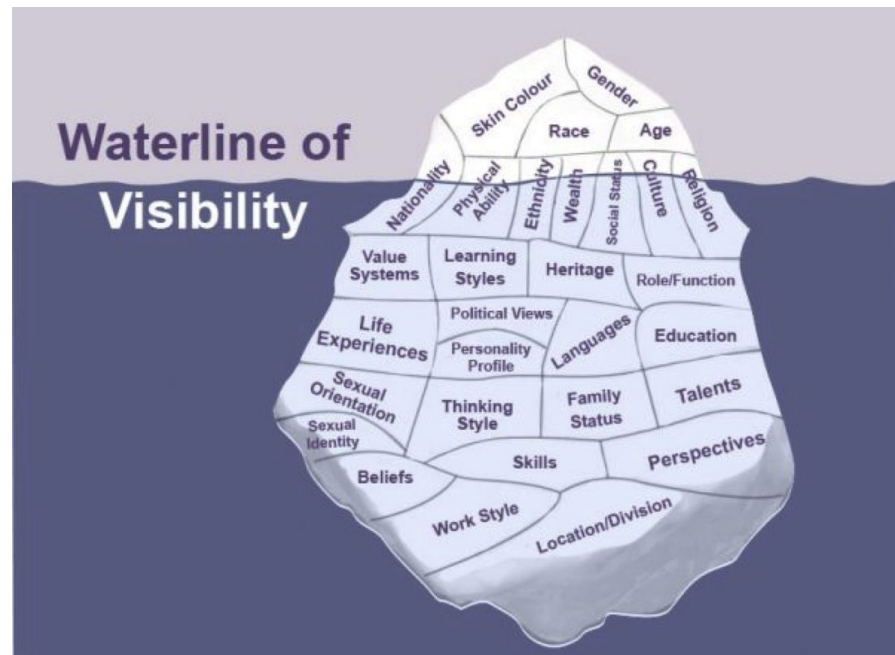






Consider the following questions while looking at the wheel:

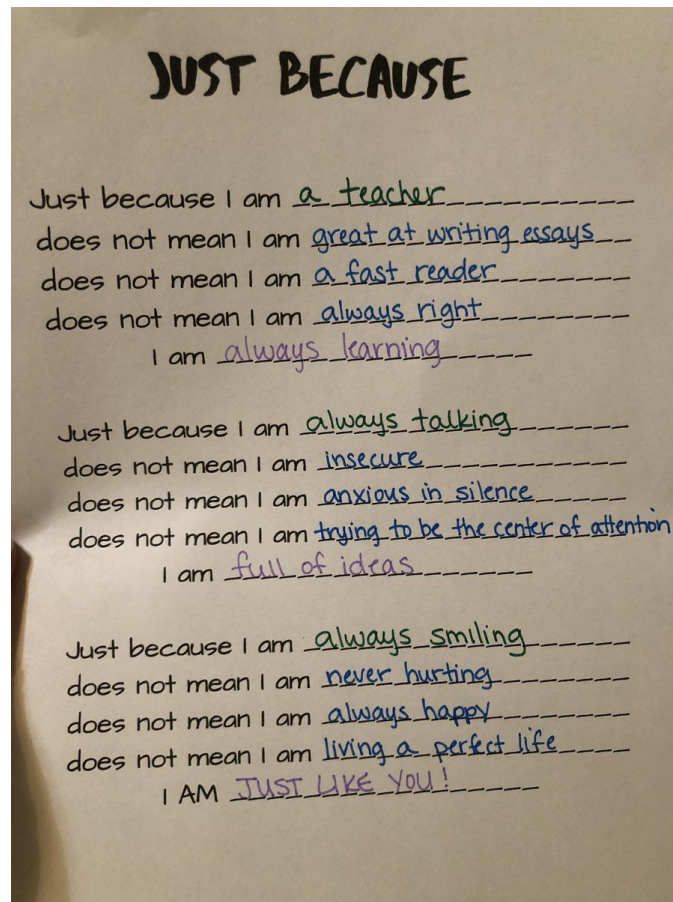
- Which identities do you think about most often?
- Which identities do you think about least often?
- About which of your identities would you like to learn more?
- Which identities have the strongest effect on how you perceive yourself?
- Which identities have the greatest effect on how others perceive you?





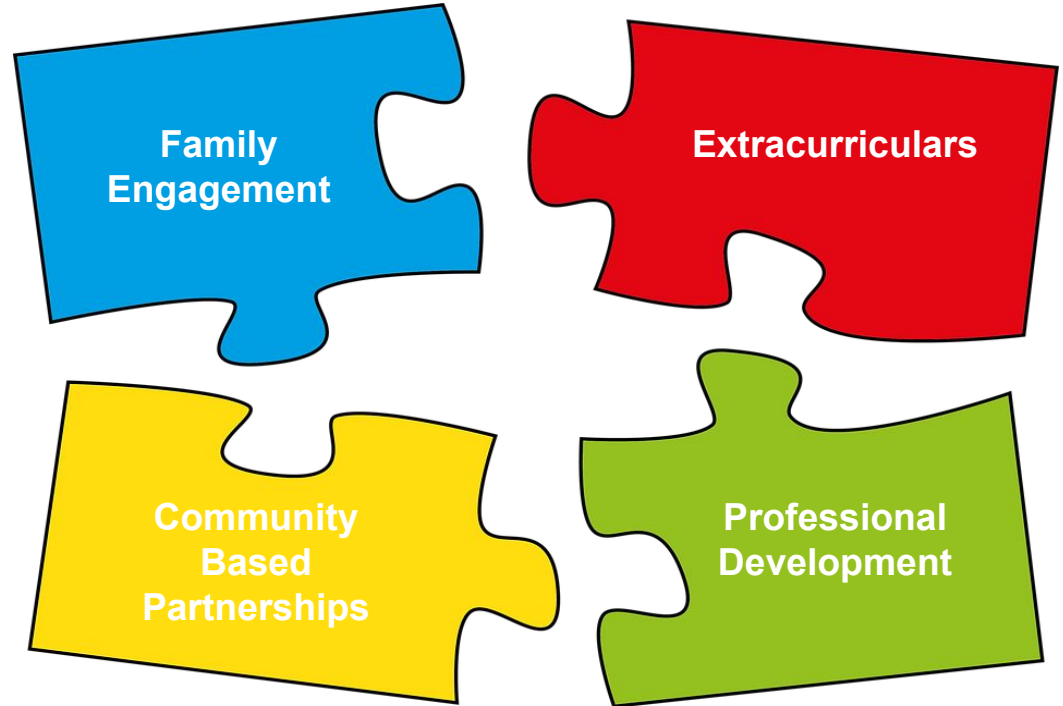
“Just Because...”

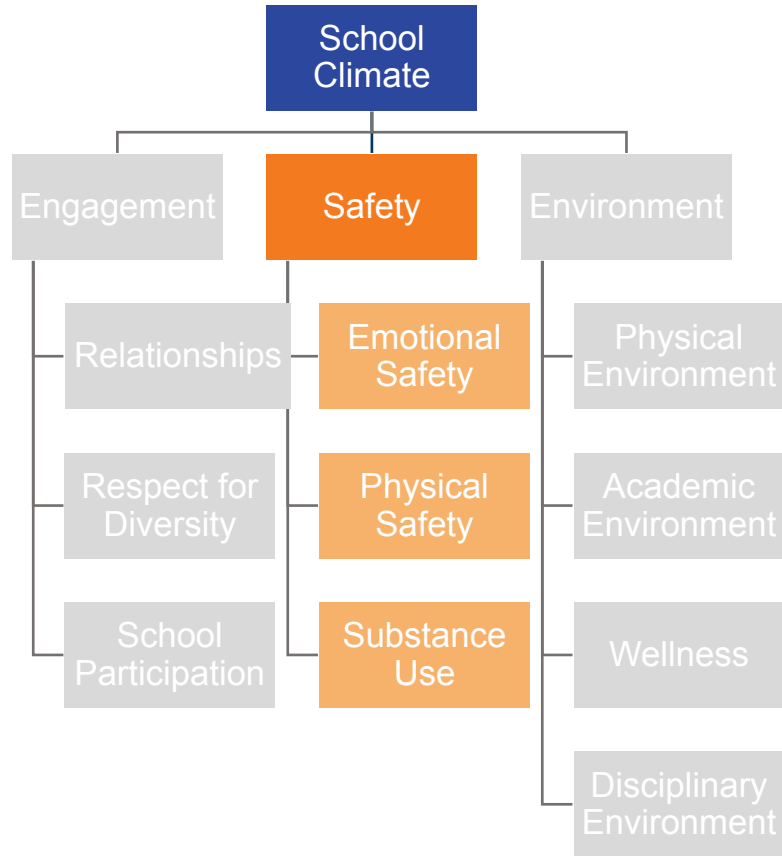
Template



★ School Participation

Student connectedness, or a sense of belonging, relates to the extent to which a student feels like they belong at school, whether adults at school care about them as an individual, and their learning actually mattering





Safety

★ Physical
Safety

★ Emotional
Safety



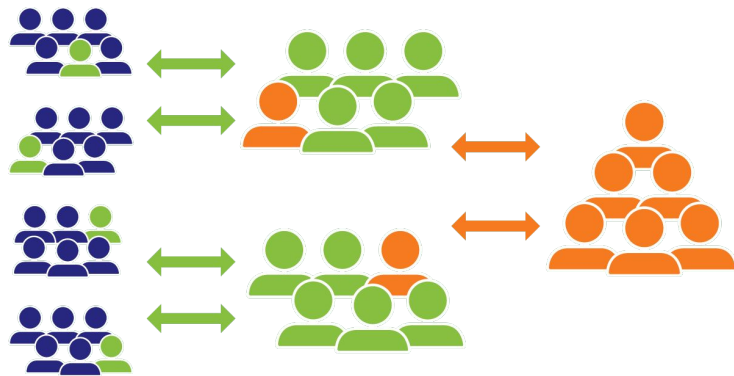
High levels of school attachment and *connectedness* are positively associated with student perceptions of safety.

- Connell (2018)

AND

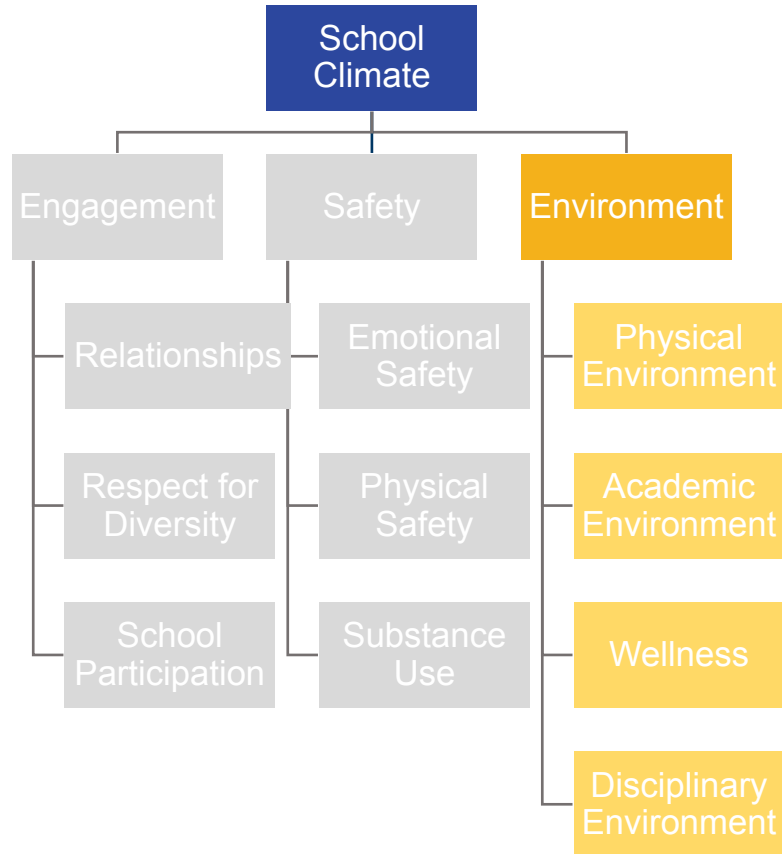
Feeling safe at school was the strongest *protective factor* for student wellbeing in the first year of secondary school.

- Lester and Cross 2015



Red Ribbon Week





Environment

★ **Physical
Environment**

★ **Wellness**

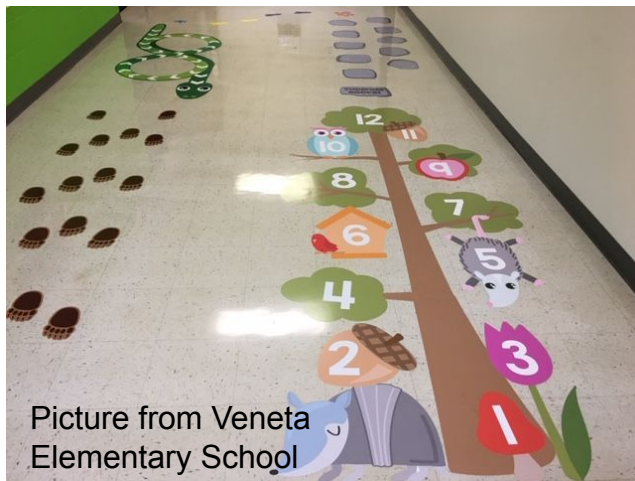


★ **Academic Environment**

★ **Disciplinary
Environment**



★ Physical and Academic Environments



Picture from Veneta Elementary School



★ Wellness



Classroom
WISE
Well-Being Information and
Strategies for Educators

1 IN 5

people have mental illness

BUT

5 IN 5

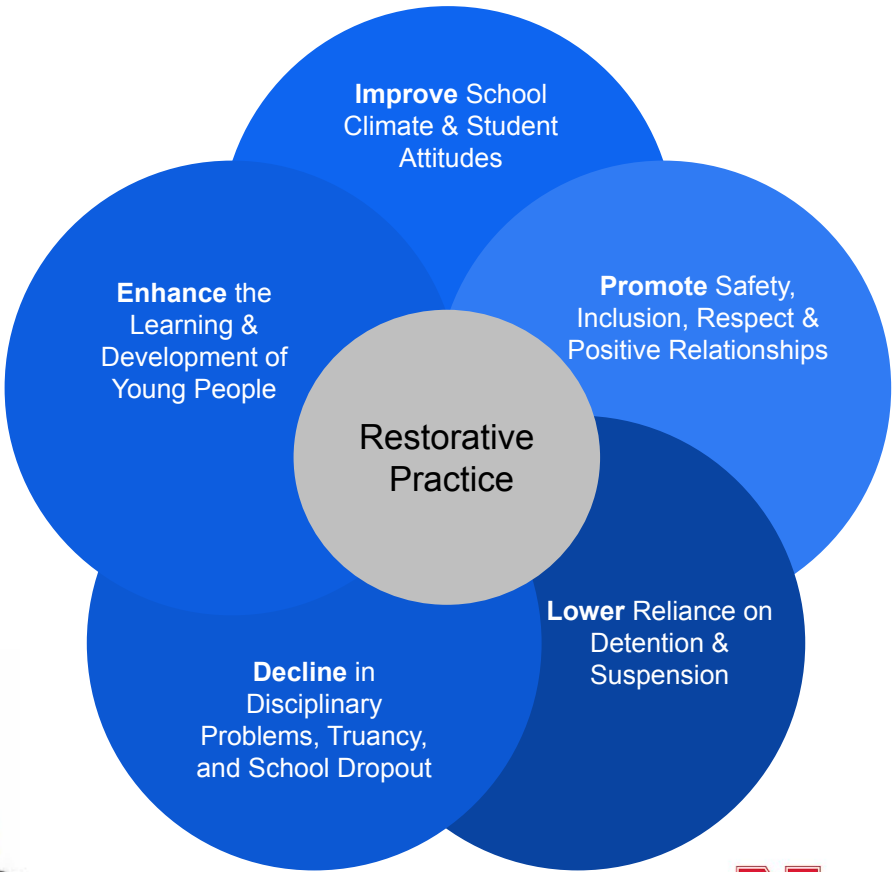
have mental health

@gnf.designs

sbh^c
SCHOOL BASED HEALTH CENTER

★ Disciplinary Environment

10 Questions for Ensuring Equity in School Discipline



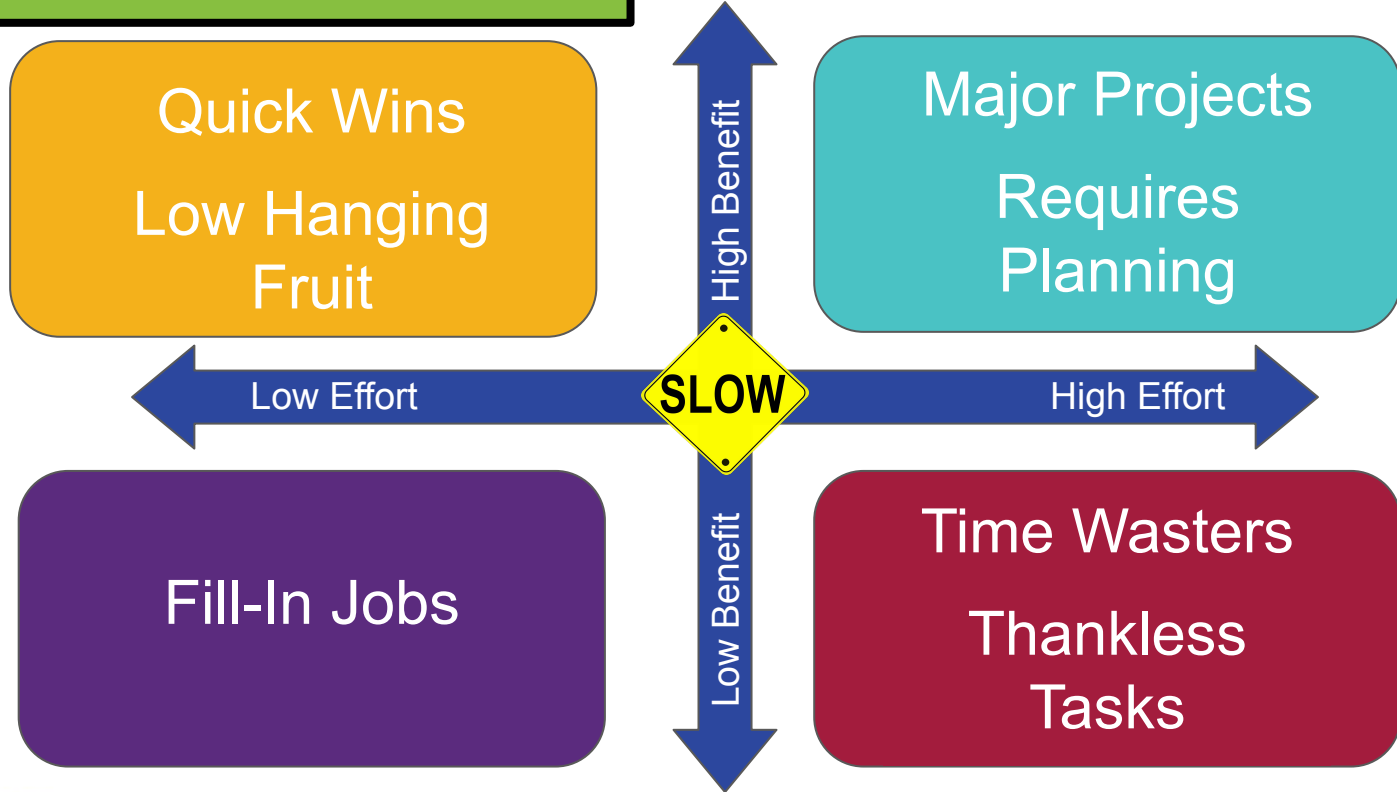
Takeaways

- Resources to assess and improve school climate
 - Engagement
 - Safety
 - Environment

[Resources Handout](#)



Benefit/Effort Matrix



Social, Emotional and Behavioral Learning (SEBL)



Exploration & Planning

1. Describe SEBL
2. Connect SEBL to MTSS Essential Elements
3. Identify:
 - Sources of Stress
 - Strategies for Self-Care
4. Action Plan



Adult SEBL

1. Define Adult SEBL
2. Illustrate Identity
3. Examine Adult SEBL Competencies
4. Explore the Ladder of Inference
5. Apply Adult SEBL as Agents of Change
6. Action Plan

1. Apply the Problem-Solving Process to:
 - Screening
 - Implementing/ Adjusting SEBL Core Practices
 - Layering/ Intensifying Supports
 - Monitoring Progress
2. Action Plan

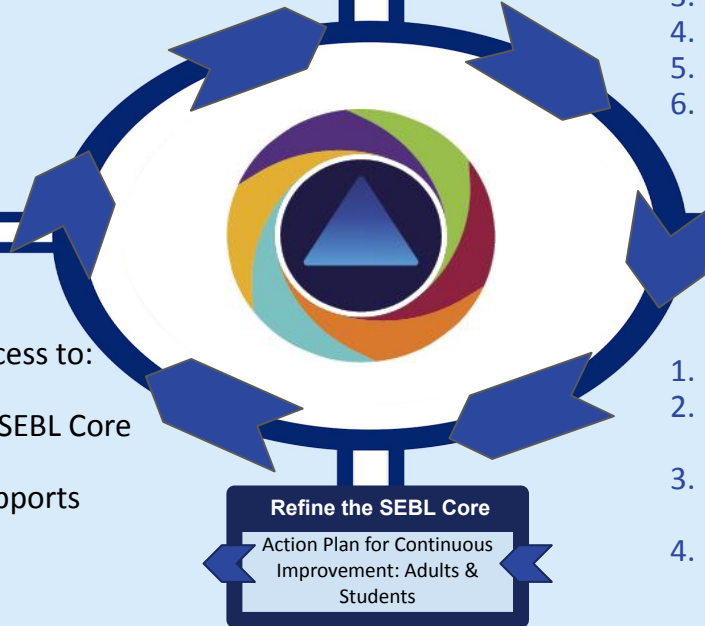


Student Tiered SEBL

1. Identify SEBL-School Climate Connection
2. Examine Ways to Integrate SEBL in Schools
3. Apply Implementation Science to Establishing SEBL at the Core
4. Action Plan



Student Core SEBL





Sign up here!

**YOU'RE
INVITED!**



NeMTSS
FRAMEWORK

SEBL Coffee Connect



Connect with Nebraska educators and others working to support social, emotional and behavioral learning (SEBL) across the state.

Jan. 26 | Feb. 23 | March 23 | April 27 | May 25



Region 1 & Region 2

ESUs 4, 5, 6 and LPS

ESUs 2, 3 and OPS

Mackenzie Riedel

[\(mriedel2@unl.edu\)](mailto:mriedel2@unl.edu)



Region 3 & Region 4

ESUs 1, 7, 8

ESUs 9, 10, 11, 17

Jill Guenther

[\(jguenther10@unl.edu\)](mailto:jguenther10@unl.edu)



Region 5

ESUs 13, 15, 16

Emily Arkfeld

[\(emily.arkfeld@unl.edu\)](mailto:emily.arkfeld@unl.edu)

The NeMTSS Implementation Support team works statewide across five regions. If you have questions, please contact your **SEBL Specialist**.

